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ABSTRACT

The Talent Corps/College for Human Services is an action oriented training institute and college established in 1964 to train persons from the low income areas of New York City for paraprofessional careers in community agencies such as schools, hospitals, social service organizations, and related service agencies. Aside from training, its mandate includes creating new positions in the training agency, so that those who complete 30 to 36 week work-study programs can be placed immediately in a permanent job in the helping professions. The major accomplishments of 1968 were: (1) career opportunities in new fields were opened to paraprofessionals; (2) formal application was made to the City of New York for a charter granting the college authority to grant degrees; (3) a core curriculum in the human services was developed, refined, and tested; and (4) the Talent Corps extended and expanded its relationships with community agencies. Further sections of the report elaborate on the students' backgrounds, the curriculum, field training, faculty role, and evaluation of student growth and performance. (DM)

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# SECOND ANNUAL REPORT AND EVALUATION

of the

# TALENT CORPS/COLLEGE FOR HUMAN SERVICES

1967-68 Program

Staff Report Prepared by Barbara J. Walton

April 1969

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## I. INTRODUCTION

### A. Purposes and History

The Talent Corps/College for Human Services (1) is an action-oriented training institute and college established in 1964 to train women from low-income areas of New York City for a new kind of career, that of paraprofessional assistant in community agencies such as schools, hospitals, social service organizations, and related service agencies. The basic purpose is to provide a neglected segment of the population with an education and training experience that will equip them to perform meaningful, socially useful jobs, while at the same time improving the service rendered by professionals in community agencies.

Unique among educational institutions, the Talent Corps does not limit itself to training alone, however. Its mandate includes creating new positions in the training agency, so that those who complete the 30 to 36 week work-study program can be placed immediately in a permanent job in the helping professions. The Talent Corps engages in vigorous efforts to persuade community agencies to re-structure professional functions to create such new paraprofessional positions and to establish career ladders that will permit later advancement within the agency.

During its first full year of operation in 1966-67, the Talent Corps graduated 113 women who were placed in community agencies as teacher assistants, guidance assistants, social work assistants, research assistants, and occupational/recreational therapy assistants. Other major accomplishments

(1) The Women's Talent Corps became the Talent Corps in January, 1969, when men were admitted to the program for the first time.

of 1967 were: creating new paraprofessional jobs in New York City schools where none had existed before, establishing the College for Human Services to ensure the continued professional growth of paraprofessionals in community service, and stimulating personal and intellectual growth in a group of low-income adult women of limited educational background.(2)

Major Accomplishments of 1968

During 1968 the Talent Corps tallied up further gains in a number of important areas, which can be summarized as follows:

1. Career opportunities in new fields were opened to paraprofessionals. In addition to jobs in education, guidance, and social work, developed in 1967, positions in legal services, housing and community health were opened up in 1968. Job descriptions for paraprofessionals in these fields were drawn up on the basis of the actual experience of Talent Corps students, and outlined in detail the specific tasks they performed. Many of these tasks can be described as professional in nature.

2. Formal application was made to New York State education authorities requesting an official charter permitting the College for Human Services to grant a degree. Although the Talent Corps originated as a one-year training institute, it became apparent at the beginning of the first year that the logical development of the work-study curriculum, as well as the needs of its students, required continuing education for those with career ambitions and above-average academic potential. The Talent Corps therefore applied to education officials in Albany for a charter which would permit the College

(2) See Final Report and Evaluation of Women's Talent Corps New Careers Program, 1966-67. Staff report prepared by Barbara J. Walton, May 1968.

for Human Services to operate officially as a two-year college, granting a degree. Students entering in 1968 were considered to be the freshman class of the College, with the sophomore year, open to selected graduates of the first year's program, to begin in 1969. Despite the highly unorthodox nature of its program, the Talent Corps anticipates eventual chartering as a two-year institution, offering an Associate of Arts degree, or possibly a new degree such as Associate in Human Services.

3. A core curriculum in the human services was developed, refined and tested on two groups of 1968 students, as well as being presented to officials in Albany. While the underlying subject matter included in the first year's curriculum was drawn from the traditional social science disciplines, especially psychology, sociology and education, the approach was interdisciplinary and problem-oriented, making use of concrete problems brought back from the field. Major progress was also made in developing a remedial program, including the administration of diagnostic tests that permitted both students and faculty to know where improvement in basic language and math skills was needed.

4. Pursuing last year's gains, the Talent Corps established new working relationships with community agencies, and strengthened old ones. Widespread acceptance of the new careers concept and growing recognition of the usefulness of the paraprofessional, facilitated training and job placement. A handbook for the staffs of community agencies was prepared and reviewed in detail by the staff.(3) Its purpose was to describe mutual expectations and responsibilities, and to suggest ways of structuring a training program for

(3) You and the Paraprofessional, Handbook for Staffs of Participating Training Agencies. Talent Corps, 1969.

Talent Corps students. The handbook delineated the respective roles of agency, supervisor, Talent Corps faculty, and student within the training situation, and is now in use.

## II. THE STUDENTS: WHO THEY WERE AND WHERE THEY CAME FROM

### A. Recruitment and Selection

Recruitment for the 1968 Talent Corps program was considerably facilitated by the widespread publicity given to the program in 1967, by referrals from a large number of community agencies, and by a backlog of some 2500 applications. Among the agencies referring candidates were Community Progress Centers, state and federal employment services, the New York City Department of Social Services, and special programs such as HARYOU, JOIN, Mobilization for Youth, and Youth-in-Action. The 200 openings available could have been filled many times over; the real problem for the most part was one of screening and selection rather than recruitment.

Students heard about the program primarily through organizations and individuals. One-fourth of the students selected reported hearing about the Talent Corps through community centers, 15% from friends and neighbors, 10% from case workers, 10% from school personnel, and 25% from a variety of groups and agencies, including the staff of the Talent Corps. Only 15% said they heard about it from mass media. In one Manhattan school district, the Talent Corps and community groups carried out intensive recruitment seeking 50 school assistants. Every community agency in the district was contacted, fliers were circulated and a coordinator was hired by the local district superintendent. This coordinator in effect became part of the Talent Corps staff. While this district was not able to find as many school assistants as they sought, some forty-three successful candidates were referred to the Talent Corps program.

In keeping with its goals, Talent Corps selection criteria stressed motivation for service rather than educational attainment as such. A high

school diploma, for example, was again not required, although about half of the 1968 group had one. By means of group interviews and simple written tests the Talent Corps sought concrete evidence of concern for improving conditions in the ghettoes, plus the ability to read, write and do simple arithmetic. Other criteria, related to the terms of the Labor Department Contract, were: over twenty-one years of age, resident of New York City, poverty-level income (defined as not more than $3200 for a family of four, (3a) and good health. Final selection in many cases depended on whether there was an opportunity for on-the-job training at an agency in the applicant's neighborhood. Statistics on applications received and disposition made of them are given in Table A.

TABLE A

| | | |
|---|---|---|
| Total Number of Applicants | | 816 |
| Total Number Accepted | | 213 |
| Total Number Rejected | | 603 |
| Rejected due to Income | 394 | |
| Rejected due to Age | 50 | |
| Rejected After Interview | 159 | |
| | 603 | |

(3a) The Department of Labor criteria for "poverty" continues to eliminate from the Talent Corps program many persons who are disadvantaged in other ways than low annual family income.

Student Characteristics.[4] The 213 adult women selected initially to participate in the 1968 program came from poverty areas in Manhattan, the Bronx and Brooklyn, with 107 students beginning their training in January and 106 in March. In ethnic origin, 62% of the women were Negro, 26% Puerto Rican and 12% white or other origin. (The applicants were asked to designate themselves in one category or other at the point of interview.) Even though there was no upper age limit, most fell into the 21-34 age category, with 90% under the age of 45. 87% were married or had been married, with 43% separated or divorced from their husbands. The group had a composite total of 641 children, 36% having four or more and one woman having thirteen.

46% of the women were receiving public assistance at the time of joining the Talent Corps program. Only 28% were born in New York City, the rest coming from other states or outside the continental U.S. Educationally, 38% had completed at least some high school and slightly over half had high school diplomas.

Asked about their skills and activities, 70% of the women reported some initial skills, including handicraft work (sewing, needlework, painting, arts and crafts, small furniture making), personal skills (interpretation, singing, piano, dancing, public speaking, working with children, sports), and business skills (typing, switchboard, business machines, cashiering, bookkeeping, clerical work). Almost half (46%) had been heavily involved in volunteer activities in schools, hospitals, and churches where they had read to children, visited the sick, talked with school families, conducted

(4) 200 positions were budgeted officially under the Labor Department contract, but 213 students were selected to compensate for attrition anticipated during the early part of the program.

cake sales, collected money for worthy causes, acted as interpreters, done baby sitting and, as one student put it, "did anything asked of her." 38% belonged to clubs or associations with a social goal: tenants' associations, block associations, welfare groups and community action organizations, as well as PTAs, churches and political clubs. Table B summarizes the characteristics of the 1968 student population at the time of their selection.

TABLE B

CHARACTERISTICS OF THE STUDENT POPULATION
1968

| | Cycle I | Cycle II | Total |
|---|---|---|---|
| **Age** | | | |
| 21-34 | 52 | 51 | 103 |
| 35-45 | 41 | 46 | 87 |
| 46-55 | 12 | 7 | 19 |
| 56-65 | 0 | 2 | 2 |
| N.A.* | 2 | 0 | 2 |
| | 107 | 106 | 213 |
| **Birthplace** | | | |
| New York City | 31 | 29 | 60 |
| Other States | 48 | 50 | 98 |
| Outside Continental U.S.A. | 26 | 27 | 53 |
| N.A. | 2 | 0 | 2 |
| | 107 | 106 | 213 |
| **Present Residence** | | | |
| Bronx | 40 | 40 | 80 |
| Brooklyn | 19 | 14 | 33 |
| Manhattan | 45 | 51 | 96 |
| Queens | 1 | 1 | 2 |
| Richmond | 0 | 0 | 0 |
| N.A. | 2 | 0 | 2 |
| | 107 | 106 | 213 |

* No Answer

Talent Corps/College for Human Services

| | Cycle I | Cycle II | Total |
|---|---|---|---|
| **Ethnic Group** | | | |
| Negro | 66 | 67 | 133 |
| Spanish American | 27 | 28 | 55 |
| Oriental | 2 | 0 | 2 |
| White | 9 | 10 | 19 |
| Other | 1 | 1 | 2 |
| N.A. | 2 | 0 | 2 |
| | 107 | 106 | 213 |
| **Marital Status** | | | |
| Single | 13 | 13 | 26 |
| Married | 37 | 36 | 73 |
| Separated | 36 | 40 | 76 |
| Divorced | 8 | 8 | 16 |
| Widowed | 11 | 9 | 20 |
| N.A. | 2 | 0 | 2 |
| | 107 | 106 | 213 |
| **Number of Children** | | | |
| Those with: | | | |
| 0 | 12 | 8 | 20 |
| 1 | 16 | 16 | 32 |
| 2 | 25 | 26 | 51 |
| 3 | 10 | 21 | 31 |
| 4 | 19 | 11 | 30 |
| 5 | 6 | 11 | 17 |
| 6 | 7 | 8 | 15 |
| 7 | 4 | 1 | 5 |
| 8 | 3 | 3 | 6 |
| 9 | 3 | 0 | 3 |
| 13 | 0 | 1 | 1 |
| N.A. | 2 | 0 | 2 |
| Total students | 107 | 106 | 213 |
| Total children | 323 | 318 | 641 |

Talent Corps/College for Human Services

| | Cycle I | Cycle II | Total |
|---|---|---|---|
| **Education** | | | |
| Some Elementary | 2 | 2 | 4 |
| Junior High School | | | |
| Grade 7 | 3 | 2 | 5 |
| 8 | 5 | 2 | 7 |
| High School | | | |
| Grade 9 | 5 | 7 | 12 |
| 10 | 18 | 16 | 34 |
| 11 | 16 | 19 | 35 |
| 12 | 56 | 57 | 113 |
| N.A. | 2 | 1 | 3 |
| | 107 | 106 | 213 |
| Some College | 4 | 12 | |
| Other Education or Training | 33 | 32 | |
| **Welfare** | | | |
| Yes | 45 | 50 | 95 |
| No | 60 | 56 | 116 |
| N.A. | 2 | 0 | 2 |
| | 107 | 106 | 213 |
| **Initial Skills** | | | |
| Yes | 71 | 75 | 146 |
| No | 32 | 31 | 63 |
| N.A. | 4 | 0 | 4 |
| | 107 | 106 | 213 |
| **Membership in Clubs** | | | |
| Yes | 46 | 37 | 83 |
| No | 59 | 69 | 128 |
| N.A. | 2 | 0 | 2 |
| | 107 | 106 | 213 |
| **Volunteer Work** | | | |
| Yes | 52 | 46 | 98 |
| No | 53 | 60 | 113 |
| N.A. | 2 | 0 | 2 |
| | 107 | 106 | 213 |

During the course of the eight-month training program, thirty of the original 213 students resigned, most resignations occurring during the first few months. The primary reason given for resigning was illness on the part of either the student or a member of her family. Other reasons given were financial need, requiring the individual to take a full-time job, moving out of town, or inability to find a baby sitter. Since beginning stipends under the Labor Department contract were only $1.60 per hour, rising to $2.00 an hour at the half-way point, it is remarkable that more did not have to drop out early in the program for financial reasons.

B. Adjustment and Administrative Problems

On the whole students adjusted well to the rigors of their combined work-study program, experiencing the usual cycles of initial enthusiasm, usually followed by a certain degree of disappointment, which then leveled off as expectations and reality fused into one. "I find my training to be very extraordinary and stimulating..." is a typical comment from the log of one student. Another was more specific: "Talent Corps speakers have really torn me apart mentally to the extent that I think much faster, take less (more?) in stride and look forward to having a better relationship with the community and all contacts I might be involved in..."

Delayed Payments. A major problem encountered all during the year, creating dissatisfaction and hardship among students working in the schools, was delayed payment of stipends by the Board of Education. This problem was unique to the schools, since all other stipends were paid in full from the regular Talent Corps budget. Delays in payment to educational and guidance assistants occurred repeatedly, and continued to occur throughout the year, despite phone calls, visits, and written protests by staff, students,

school officials and Talent Corps directors. Pressure of many kinds was brought to bear on the Board of Education, including the threat of a demonstration outside their offices, but the presumably routine matter of ensuring payment for work performed was never fully resolved. A school principal who accompanied his staff members to the payroll office to collect money owed to them described his experience as follows:

> "Several months ago I had occasion to take two of our Auxiliary Educational Personnel to 65 Court Street, Brooklyn, New York, to help them collect wages due them several weeks past. One of the women was about to be dispossessed because she could not pay her rent. The Department of Welfare had called the school earlier, for a letter, in a desperate attempt to stave off the eviction.
>
> I arrived at the Payroll Division at about 2:00 P.M. to find a barricade had been placed in front of the office and about 100 people (mostly women) were milling about and waiting, with various degrees of hostility, to be paid for the work they had rendered. From their conversation, it became obvious that many had not been paid in months. Secretaries were in a beehive of activity, processing payroll complaints. The secretary in charge of my school's payroll admitted that there had been an oversight. She complained about the inefficiency of this operation and one look at the myriad desks piled high with payroll papers gave substance to her complaint. I was directed to the head secretary who took the necessary information from me for an emergency disbursement.
>
> In all fairness I must admit that these secretaries were working under next to impossible conditions. Although most of them were polite and helpful under these trying circumstances, I heard several of them speak rudely and in a derogatory manner to people who were justifyably angry.
>
> No one, I repeat, no one seemed to know exactly what was going on. Papers were lost, found, and then lost again. One secretary opened up a desk drawer and found a check she had lost a week ago. As the hours passed I queried the head secretary about the checks for the two women I had brought. She didn't know where they were and repeatedly said that they would be there shortly. A clerk from the computer room gave the head secretary about 500 IBM cards and told her that the wrong information was on them and that the computer would reject all of them (500 payrolls). The secretary said that someone else did them (she didn't know who) and left them lying on her desk.
>
> The checks finally arrived at 5:00 P.M., three hours later. Other women had still not been paid - and many of them had arrived at 9:00 A.M. that morning. Some people were told to come back the next

> day - or to leave a self-addressed envelope. One man, angered at waiting for eight hours for his check, told them that he would sleep in the office and remain there until he got paid - no matter how long it took (he was married and had children). Perhaps it took me only three hours because I am a school administrator. (5)

The Talent Corps believes that delays in the payment of personnel, whether professional or paraprofessional, demonstrate inexcusable bureaucratic mismanagement and are incompatible with both efficient public service and human dignity. Direct experience with the nonpayment of students confirmed in the minds of the Talent Corps staff, beyond any possible doubt, that a more responsive mechanism for administering public schools was needed. This experience was an important factor in persuading the Talent Corps to support both decentralized administration of federal Title I funds, and decentralization of the school system as a whole. Acting on its convictions, the Talent Corps prepared statements on both issues and testified at open hearings on decentralization and community control in the Fall of 1968.

Student Committee. Midway through the year, a student advisory committee was set up which proved useful not only in improving communication between the administration and the students, but for handling training problems and meeting students' needs and grievances. A representative was elected by each classroom section, with the students themselves chairing and conducting meetings. The Deputy Director participated as advisor to the group. The committee met every two weeks after school hours and presented reactions, complaints and recommendations. Concerns voiced by students at these meetings led to additions to the curriculum, such as workshops on school decentralization, practice in job interview techniques, including role playing, and a strong

(5) Letter from Assistant Principal, JHS 99, Manhattan, August 3, 1968.

recommendation that, in the next year, basic education be done in groups comprised of students with the same degree of skills and needs. (Many had been in heterogeneous groups.) The committee also worked out a step-by-step procedure for handling training problems in the field, beginning with thinking before acting and talking the problem over with your supervisor, and ending with appeal to the student committee. A number of problems were brought to the student committee for solution and it was encouraging to note that the members successfully applied the procedures they had worked out. The committee will be continued and expanded in 1969, to include students, faculty and administration.

## III. CURRICULUM

### A. Curriculum planning.

What is Human Service? Any new institution spends a significant amount of time formulating and re-formulating its goals, and the Talent Corps is no exception. During 1968 the directors and staff asked themselves periodically in many different contexts "what do we mean by human service?" and "how can we best train for it?" Human service can be viewed simply as "working with people" and human services as "those which directly improve the physical, social or psychic well-being of people, or add to their knowledge," the definition used by the Talent Corps in its student handbook. Or, it can be defined as "institutions and programs which deal with the well-being of the consumer and not primarily with a material product. Such fields as welfare, education, community development, housing, health and recreation are examples."(6)

Human service has implications going beyond the kinds of institutions involved or the kinds of service performed, however. It implies putting human needs ahead of institutional procedures. It implies that people have priority over things. It implies a view of the individual as unique and valuable, not just another cog in the wheel. It implies, in fact, a concern for John Dewey's "whole man," in the context of his whole life, not just of certain specialized needs and functions. In the process of providing services, interaction between human beings must be two-way, with knowledge and insight flowing in both directions, not just from teacher to learner. There must be an atmosphere of mutual give and take, based on a common humanity and a common search for answers to human problems.

(6) Gartner, Alan and Nina Jones. A Career Development Plan for Community Action Agencies, New Careers Training Laboratory, New York University, New York: May 1968. (Mimeo) p.2

The full meaning of human service is illustrated by a real life incident taken from the weekly report of a Talent Corps faculty member:

> "This was an unusual day. Spent the time trying, with Miss P. (a supervisor) and Miss B. (a student) to get a derelict, who had been treated at __ Hospital Emergency and released, transferred to Vera's Manhattan Bowery Project for alcoholics. The man was sprawled out on the sidewalk at the end of the ambulance driveway, and we were told that he had been there all morning since leaving the hospital. No one at the hospital seemed willing to assume any kind of responsibility. Dr.__ explained that beds are in such short supply they must be saved for patients who are ill and can be helped. They would not let him be transferred to Vera in an ambulance, and a police car also refused to do this, although I explained that I had called the Manhattan Bowery Project, and they would care for him. As it turned out Miss B. and I took the man to Manhattan in a taxi.
>
> Miss B. volunteered to escort the derelict and ride in a taxi with me. This was not a pleasant task as he was extremely dirty, trousers half down, really quite distasteful. She was extremely concerned about him, very indignant at the hospital for not caring for him. At Vera they felt he required medical attention, and sent him to St. Vincent's Hospital where it was discovered he was not intoxicated at all, but had had a stroke!
>
> Dr. L, who had seemed so impressive and caring at the meeting when he was introduced to Social Service, had nothing to offer in regard to helping the man referred to. This is an area of concern to the women. How can they do an effective job when they have so little respect for the agency? Several of them have stated that they would never come to __ Hospital as patients. On the basis of what I have seen, I thoroughly agree..."

Given this broader interpretation of human service, what kind of curriculum would best prepare students to work in the field of human services? Clearly, it could not be a curriculum devoted solely to professional techniques and remedial skills, important as these are as elements in a total program. It must attempt in some way to provide a new perspective on man himself, his nature, his purposes in life and his value system. It must create a consciousness of values and of the value choices made by human beings. It must talk about the kind of society we have and the kind we want. It must talk, finally, about ways of changing society so that its institutions reflect human needs.

In certain respects the challenge facing the Talent Corps/College for Human Services in developing a curriculum is similar to that facing liberal arts colleges today. Both are asking how to keep human values at the forefront of education at a time when the trend is toward professional training rather than individual growth. As Archibald MacLeish points out, colleges no longer prepare students for life in a society of men, but for employment in a specialized profession or industry. There are even those who believe that the idea of a liberal education is disappearing altogether

> The entire conception of a liberal education -- of the most serious ideas of our civilization being taught by professors who took them seriously -- has disappeared under pressure of one kind or another. The graduate divisions with their insistence on pre-professional training, have done their part; but so has the whole temper of our educational system over the past decades, with its skepticism toward 'great ideas' in general and toward great ideas of the past in particular.
>
> I believe that, when students demand that their studies be relevant, this is what they are unwittingly demanding. After all, what could be more 'relevant' today than the idea of 'political obligation' -- a central theme in the history of Western political philosophy -- or the meaning of 'justice?' And, in fact, on the few campuses where such teaching still exists, the students do find it 'relevant,' and exciting and illuminating." (7)

Curriculum Conference. With these fundamental concerns in mind, then, the Talent Corps proceeded to outline a "core curriculum" that would be both practical and humanistic, that would combine both academic theory and job training, relating them to each other in a meaningful context of social goals. Preliminary plans for the core curriculum were presented in July to a group of experts in new careers, urban education and curriculum planning,

(7) Irving Kristol, "A Different Way to Restructure the University," New York Times Magazine, December 8, 1968. p.174

who engaged in a lively, day-long discussion. As a prelude to commenting on specific curricular proposals, the entire philosophy of the Talent Corps was questioned and probed in depth.

The following were the major points emerging from the discussion: 1) Techniques used for putting across curricular concepts are just as important as the specific content of the curriculum; 2) students should help decide the content of the curriculum, since there are many valid ideas and concepts from which to choose; 3) community crises can be used for learning purposes in spite of the extreme confusion prevailing in some communities; 4) not all students can be expected to dedicate themselves to bringing about institutional change; some will seek security; and 5) because of their intimate knowledge of community conditions and needs, students have as much to teach professionals as to learn from them.

A grant from the Field Foundation enabled the Talent Corps to arrange the meeting. A publication will be available. The Field Foundation grant is also being used to develop the curriculum for the 1969 College program.

B. Curricular Content and Concepts.

Concepts. The "core curriculum" which was adopted, subject to periodic modification based on feedback from faculty, students, and field agency supervisors, consisted of concepts from psychology, sociology, learning-teaching theory and intercultural relations, all related to urban problems and the helping professions. The approach was interdisciplinary: useful concepts were lifted from their usual disciplinary context and applied to practical human situations facing students on the job. Students brought back problems from the field for further discussion. There was interplay between theory and practice, between classroom and field.

The belief of the Talent Corps that there is a unitary core to the study of human services was put into practice by exposing all students to a variety of educational and social work concepts and practices, regardless of their agency assignment. During training, all students attended lectures and discussions dealing with education, health, social work and intercultural relations, regardless of the particular field in which they were working. There was some resistance at first to this broad exposure, with students maintaining, in the way of students from time immemorial, that they could not see the relevance of what they were learning to their immediate job needs. It was argued, for example, that teaching theory was not needed for work in a hospital. After a few months on the job, however, they began to see the relevance more clearly, and in follow-up sessions after graduation, many students commented on the value of the theoretical knowledge they had acquired in giving them both insight into what they were doing and greater job mobility. As one student wrote in her log: "I used to tell (my teacher) that I could not see...how the training in legal service would help me obtain a job better, until I read the wonderful article in Urban Crisis and everything fell into place."

Content. The 1968 program consisted of thirty weeks of combined work and study, with didactic instruction and on-the-job training taking place concurrently. Classes began on January 22, 1968, for the first group, and on March 18 for the second group of women. During the first four weeks of "vestibule training," or orientation, students were introduced to the Talent Corps, to city agencies, and to poverty programs through lectures and visits. They were given diagnostic tests in English and Mathematics

and these were reviewed with them to ascertain areas of strength and weakness. They began a series of "how to.." sessions, continued throughout the 30 weeks, in which they learned essential professional and pre-professional skills: note-taking, interviewing, filling out forms, writing reports, communicating orally, participating in discussion groups, using the library, reading a story, organizing games, teaching music and dance. They were assigned to field agencies early in the program, since this had proved in the past to be a matter of great interest to all students and a source of considerable anxiety to some.

In the fifth week students began their practical training, dividing their time between supervised field work on Monday, Tuesday and Wednesday and academic instruction on Thursday and Friday, a schedule which encouraged them to bring field experiences back to the classroom for discussion and analysis. Classroom emphasis shifted at this point from background information to social science concepts. The learning-teaching process, for example, was presented and discussed by a team of three Talent Corps faculty members plus outside lecturers in a series of some eighteen sessions which took many different forms. In addition to lectures, methods of presentation included panels, small group discussions, dramatic presentations, role-playing, films, school visits, and, for some, teaching in a decentralized school district during the New York City school strike. Transfer of learning as a concept in psychology was dramatized, for example, by asking the students to act out scenes in which groups of tenants learned or failed to learn from the experience of others.

Learning through Action. What appeared to be an ideal opportunity for learning through action occurred in May when the decentralized Ocean Hill

School District in Brooklyn issued a call for volunteers to man local schools during the teachers strike, and the President of the Talent Corps Board re-inforced this plea at an open Board meeting attended by students and staff. The students knew something about the confrontation taking place in Ocean Hill not only from the newspapers, but from a first-hand report which had been given by Rhody McCoy, District Administrator, in February. A group of some forty students volunteered to drop their regular activities and spend a week teaching in Ocean Hill as a gesture of support. Other students felt that they were "not yet ready" for this experience, and did not participate. The Field Training Director described the Ocean Hill assignment as follows:

> "The students were assigned to five schools, assisting teachers, both parents and professionals, conducting classes on their own, and working in the school office on student records for high school admission. Our students were very warmly, though quietly, received, and promptly put to work. A large number of other volunteers from various communities all over the city are also working in this District to help in any way that they can...
>
> While Rhody McCoy and his staff confirmed our impression that the students performed capably and confidently, the students themselves had many mixed reactions to the experience. Most of them were appalled at the physical condition of the schools; many of those who had been sympathetic to the parents and children of the community began to blame them for conditions. Others continued to blame the system, and many were just confused and distressed at what they saw and heard." (8)

Much was learned from this mission. Although it was not an unqualified success from the point of view of some students, it did represent for the Talent Corps an opportunity to experiment with an action approach to learning, and to encourage a sense of social commitment among its students. It also brought home the need for careful advance planning of such direct participation in a crisis situation, including preliminary discussion of the issues

(8) Field Training Director's Report, June 1968.

involved and of the specific problems students could expect to encounter. One result of the Ocean Hill experiment was a two-day workshop in August on the subject of decentralization, at which students prepared their own plans for decentralizing the schools, after attending hearings at the Board of Education.

> "The group split into two sections, each with a chairman who was a block leader type, and a secretary, and set up two parties, the Children's Party, which had a strong emotional appeal and wanted to allow community women only in the lunchroom, and the Equality Party, which had as good a platform as any group might. After we unscrambled the business of centralization, local and decentralized control, they spent three hours enthusiastically and constructively discussing the issues as they saw them." (9)

Learning Basic Skills. The development of communication skills and the correction of educational deficiencies took place concurrently with field experience and the presentation of concepts. While the Talent Corps curriculum did not focus directly on preparation for high school equivalency examinations (needed by about half the students), the faculty continually stressed the importance of improving skills in reading and math and offered many kinds of assistance. For all students, daily practice in writing was required, followed by immediate constructive criticism. Almost any piece of written work might be considered fair game for critical analysis: weekly activity reports, student logs, special themes, book reports, reviews of newspaper articles or TV programs, and written comments on lectures. "I corrected errors, commented on the content, and asked for a rewrite of unclear paragraphs," explained a Talent Corps faculty member in describing how she taught basic skills. "I supplemented vocabulary lists by adding nuisance words culled from the students' own written exercises. I analyzed these words for their meaning, nuances, the word root, etc. I read aloud from book reports and

(9) Staff memo, September 9, 1968, on Special Sessions.

invited discussion.."

Another technique was to relate remedial work to the substantive material being learned. A speech by a hospital director, for example, provided the basis for a sentence-correction assignment which included such sentences as:

1) "Social work (have, has) both rehabilitative and preventive aspects."

2) "Some (patients, patience) seek out the social worker directly."

3) "In addition to (sitting, setting) the standards for medical care, the Medical Board also (determines, determine) the qualifications for attending physicians."

Special Sessions. Two groups of students were given special attention. The group which tested lowest on diagnostic tests attended special tutorial sessions developed by a faculty member specializing in remedial work. Five volunteer tutors plus two Urban Corps workers provided the kind of one-to-one relationship which students needed in order to learn rapidly. Marked improvement resulted from this saturation effort.(10)

The group which tested highest was also given special attention. Those showing achievement above the 8th grade level in either English or Mathematics were invited to participate in special classes, "English Plus" and "Introduction to Algebra." In eight weeks the algebra class covered literal numbers, combinations (adding and subtracting), multiplication, division and the use of exponents, the meaning of an equation, how to set up an equation, how to solve an equation, and how to use equations to solve problems. Of the fifteen students in the algebra class, thirteen made marked progress, achieving an average of 90% or better on the three tests given.

(10) Basic Skills Program 1968, Rose Saletan, November 1968.

In the English Plus class, students worked to improve their vocabulary, spelling, punctuation and sentence structure, discussed style, format and content of written work, practiced phrasing, and did creative writing, both prose and poetry. They also read and discussed such plays as "The Matchmaker," "Fiddler on the Roof" and "Raisin in the Sun."

C. The College for Human Services

It became apparent in 1967 that the logical development of the work-study program, as well as the needs of the students, required continuing education for those with career ambitions and above average ability. The College for Human Services was therefore established, with the 1968 program considered to be the first year of a two-year course. Application for a charter was made to the New York State Board of Regents early in 1968, and, with the assistance of a special committee of the Board of Directors, the quest for endowment funds was begun. A team of educators from the State Education Department visited the Institute in October, attending classes and going over the content of the curriculum, the qualifications of the faculty, and the procedures used to evaluate students with great thoroughness. A decision on chartering will be made by the Board of Regents some time in 1969.

Plans for the sophomore year were well under way by the end of 1968. With financial support from the Department of Labor, a second year of study will be offered beginning early in 1969 to some fifty students for whom "release time" from work can be negotiated and who can profit intellectually from further study. The second year's curriculum will continue to stress both conceptual material and basic skills needed to permit new careerists to assume further professional responsibility. More advanced concepts from

the social sciences will be introduced, and new areas of study in the humanities, the arts and sciences will be introduced, going well beyond the level of the first year. The "problem approach" will again be emphasized, and case studies will be brought back from the field for more sophisticated interdisciplinary analysis. The philosophy of human service will be reinforced, with emphasis on increasing professional competence without losing sight of the needs of the individual as a "whole man" and as a human being.

## IV. FIELD TRAINING

### A. Learning on the Job

Turning now to the field side of the work-study curriculum, training agencies participating in the program represented the fields of Education, Health, Social Services, Legal Services and Housing. Table C lists training agencies, number of training positions, and number of permanent positions established during 1968. Job titles of students included: Educational Assistant, Guidance Assistant, Social Work Assistant, Community Health Assistant, Occupational Therapy Assistant, Recreational Therapy Assistant, Legal Services Assistant, Case Aide, Community Liaison Trainee, Interviewer, and Investigator. (See Table D)

TABLE C

FIELD PLACEMENTS AND PERMANENT POSITIONS

1968

| AGENCY | Training Positions | Total | Permanent* Positions | Total |
|---|---|---|---|---|
| EDUCATION | | 93 | | 82 |
| New York City Public Schools | | | | |
| Bronx | 51 | | 47 | |
| Manhattan | 42 | | 30 | |
| College Bound | 0 | | 2 | |
| Bureau of Attendance | 0 | | 1 | |
| Other Schools | | | | |
| Harlem Montessori School | 0 | | 1 | |
| 80th Street Day Care Center | 0 | | 1 | |
| HEALTH | | 58 | | 36 |
| Hospitals | | | | |
| Bellevue | 8 | | 5 | |
| Beth Israel | 0 | | 1 | |
| Bronx State | 10 | | 4 | |
| Brookdale | 5 | | 4 | |
| Brooklyn Jewish | 3 | | 2 | |
| Brooklyn State | 8 | | 1 | |
| Harlem Health Center | 6 | | 0 | |
| Kings County | 5 | | 5 | |
| Lincoln | 13 | | 5 | |
| Memorial | 0 | | 1 | |
| Metropolitan | 0 | | 1 | |
| Montefiore | 0 | | 1 | |
| | | 151 | | |

*As of December 31, 1968

(Table C-Page 2) Talent Corps/College for Human Services

| AGENCY | Training Positions | Total | Permanent Positions | Total |
|---|---|---|---|---|
| Other Health Facilities | | | | |
| Bronx Comprehensive Child Care Unit | 0 | | 4 | |
| Florence Nightingale Nursing Home | 0 | | 1 | |
| Karen Horney Clinic | 0 | | 1 | |
| SOCIAL SERVICES | | 8 | | 10 |
| Department of Corrections, Welfare Island | 0 | | 1 | |
| Edwin Gould Services for Children | 2 | | 4 | |
| Manhattan Bowery Project | 5 | | 2 | |
| Multi-Service Center, Bronx | 0 | | 2 | |
| Reality House | 1 | | 1 | |
| LEGAL SERVICES | | 9 | | 3 |
| Legal Aid Society | | | | |
| Harlem | 2 | | 1 | |
| Morrisania | 0 | | 1 | |
| New York University | 2 | | 1 | |
| Mobilization for Youth (Community Action for Legal Services office) | 5 | | 0 | |
| HOUSING | | 10 | | 10 |
| Housing and Development Administration | 10 | | 10 | |
| | | 27 | | |

(Table C-Page 3) Talent Corps/College for Human Services

| | Training Positions | Total | Permanent Positions | Total |
|---|---|---|---|---|
| Totals from Previous Pages | | 151<br>27 | | |
| OTHER AGENCIES | | 0 | | 10 |
| Human Service | | | | |
| East Harlem Coalition | 0 | | 1 | |
| Greenleigh Associates | 0 | | 2 | |
| Morrisania Neighborhood Research | 0 | | 1 | |
| Talent Corps | 0 | | 2 | |
| Y.M.C.A. | 0 | | 1 | |
| Business | | | | |
| Bookbindery | 0 | | 1 | |
| N.Y. Telephone Company | 0 | | 2 | |
| Awaiting Civil Service Action | | | | 8 |
| Unemployed or not Available for Employment* | | | | 19 |
| | | 178 | | 178 |

* As of December 31, 1968

TABLE D

CAREER CATEGORIES AND NUMBERS OF STUDENTS, 1968

| Career Category | *No. Students Enrolled | **No. Students Graduated |
|---|---|---|
| Social Work Assistant | 39 | 33 |
| Community Health Assistant | 9 | 6 |
| Case Work Assistant | 10 | 7 |
| Legal Services Assistant | 7 | 7 |
| Community Aide | 2 | 2 |
| Community Liaison Assistant | 13 | 10 |
| Lay Group Therapy Leader | 1 | 1 |
| Occupational Therapy Assistant | 11 | 9 |
| Recreational Therapy Assistant | 12 | 11 |
| Educational Assistant | 88 | 74 |
| Guidance Assistant | 15 | 15 |
| Library Assistant | 3 | 3 |
| Total | 200 | 178 |

* Total number of students enrolled at time of field placement includes subsequent drop-outs and reflects enrollments in more than one category wherever student transfers were affected.

** The total number of students graduated = total graduates, Cycle I and Cycle II, 1968.

Learning Situations Differed. What specifically did students learn on the job and how was this learning organized? The success of the field experience in terms of knowledge acquired, skills mastered and responsibility assumed, depended first of all on the student's immediate supervisor, and secondly on the ability of the Talent Corps coordinator-teacher, who moved into the field with the student, to enhance the strengths and compensate for the weaknesses of the supervisor as a training agent. "It is the supervisor's responsibility to ensure that the trainee's experience steadily progresses from the simple to the more complex, from the easy to the more difficult, from the comfortable to the uncomfortable -- until the trainee has covered the full range of job duties for which he is preparing," (11) according to one new careers manual. The Talent Corps found, however, that it was often up to the coordinator-teacher to see that the supervisor did in fact ensure progress toward more complex tasks and assign more demanding functions to the student as time passed.

The degree to which agency supervisors understood and accepted their training responsibility differed greatly from agency to agency and, within the same agency, from department to department. In a large hospital where students were assigned to seven departments, Talent Corps teachers reported that they might just as well have been working in seven different agencies, so diverse was their experience. In the best situations from the standpoint of learning, the agency conducted its own preliminary briefings, arranged a regular time for group discussion and consultation, and even set up evaluation sessions. The Housing and Development Administration, for example, arranged a complete

(11) Avis Y. Pointer and Jacob R. Fishman, New Careers: Entry-Level Training for the Human Service Aide, New Careers Development Program, University Research Corporation, Washington, D. C., 1968. p.17.

orientation program for Talent Corps students, in the course of which they were addressed by HDA officials, sent to visit an urban renewal field office, allowed to examine renewal proposals and detailed plans, and given an opportunity to discuss with an assistant director the kinds of problems encountered in organizing a community. All of this, their teacher felt, "gave the women some idea of the complex financial, social and administrative problems that haunt the housing problem."

In the same agency, ingenuity was shown in evaluating student performance. After students had been working in a field office for several weeks, they were invited back to headquarters where the Director "assumed the role of a neighborhood person viz-a-viz the Talent Corps student to find out how much concrete information students were acquiring about their specific urban renewal project. The women showed good general understanding of community problems, but large gaps in knowledge concerning the actual facts of the situation. Both points emerged with equal clarity..This was a graphic way for them to see for themselves how necessary these specifics are to the proper performance of their job.

In an agency concerned with the rehabilitation of alcoholics, the director started each day with an explanation of casework principles that might be immediately useful to the students in their work, which consisted mainly of interviewing the men and finding out their problems. Occasionally these lectures duplicated in part sessions held at the Talent Corps Institute, but the repetition was considered useful by most of the participants. A psychiatric nurse in the same agency helped students learn what kinds of things to say when they interviewed the men, and what not to say. Students also learned how to prepare the complete social history of a patient.

An important kind of learning involved mastery of the specialized vocabulary of the professional. In a hospital, this consisted mostly of psychiatric terms unfamiliar to the women. In a law office, the students learned the meaning of "lay advocacy" and of such legal terms as summons, complaint, petition, order to show cause, subpoena, answer, reply, counter-claim, affidavit and notice of appearance, etc.

Where no regular review sessions were scheduled by the agency, the Talent Corps coordinator-teacher filled in. She might, for example, hold a group meeting of all the paraprofessionals at a particular agency, at which students shared information about what they were learning with each other. One teacher selected items of particular interest from the written reports prepared by each student, and asked the student to describe her experience in greater detail. The student might explain, for example, exactly how she went about evaluating a client's needs on the basis of an interview. This clarified what had been learned in the mind of the one reporting, as well as providing useful information to those listening.

Training in Schools. In the schools, the amount of concrete learning which took place was especially dependent on the interest and enthusiasm of the supervising teacher. Since supervisors could seldom get together with the Talent Corps assistants during school hours, it was necessary to meet after school to discuss any questions or problems that might arise. In a school where there was unusually good rapport, one teacher held regular meetings at her own apartment, attended by both educational assistants and the Talent Corps coordinator. "Not only were specific school and classroom problems and achievements discussed, but ideas and attitudes were also explored, explained, exchanged."

It should be noted that in this school all of the participating teachers

had volunteered to accept assistants, and were enthusiastic about the program. In a school where Talent Corps assistants were assigned arbitrarily to teachers by the principal, the relationship was less productive and the atmosphere less cordial. Surprisingly, learning seemed to take place even in an unfavorable atmosphere. The reasons for this perhaps need further study.

Reflecting the lack of cooperation at one school was failure to provide assistants with keys to their lockers, much less keys to their classrooms!

B. Performing on the Job

In addition to learning on the job, students were expected to perform services useful to the agency and to its clients. A re-allocation of certain professional functions to the paraprofessional and an improvement in service, was expected to occur. The Talent Corps put it this way in its Student Manual:

> "Recent trends have shown that people with less formal education can also play an important and useful role in the human services through the development of new career positions that can provide additional, supportive services that professional personnel are unable to provide because of manpower shortages and heavy demands of [illegible] schedules and workloads. The gap is enormous between community needs and the number of professionals available to help meet these needs. Paraprofessional workers (para means alongside) can help close this gap through the performance of tasks in new positions that do not duplicate the roles of the professionals but widen the range of services to communities and supplement the activities of professional staff." (12)

What Role for the Paraprofessional? This view of the paraprofessional is not yet universal. One school of thought sees the paraprofessional as taking over only certain limited tasks, primarily menial and clerical, therefore fulfilling routine functions of a lower order, while the professional

(12) Talent Corps/College for Human Services, Students Manual, January 1969, p. 1.

fulfills those of a higher order. Under this theory the paraprofessional generally would not teach in the classroom, handle her own cases in a social work agency, or come into direct contact with a client in the absence of the supervisor. A city agency, for example, in negotiating the creation of new job lines, made it clear to Talent Corps staff that the approach they used was to extract from the professional position those tasks which were 'menial, required less skill, and were low level, assigning these to the paraprofessional.(13)

In contrast is the belief of the Talent Corps that the paraprofessional, under supervision, is capable of performing a wide variety of tasks, many of which are 'professional' in nature. The objective is to get the work done most effectively. For the (supervisor) this means dividing the labor without regard for 'professional' restrictions' for the (paraprofessional) it means that her talents, competencies and performance potential are allowed to develop freely."(14) Consistent with this is the position taken by the Minneapolis public schools that many tasks cannot be clearly labeled professional or non professional, rather, it is the professionalism of the teacher or supervisor which is involved and which must be assumed. It is his responsibility to see that the necessary functions are performed competently, whether by himself or by an assistant under his direction.(15)

Experience supports the belief that paraprofessionals can perform many so-called 'professional' functions, and that maximum usefulness to the agency results from a division of labor based on respective strengths and abilities rather than on pre-determined and often arbitrary task differentiation.

(13) Women s Talent Corps, Current Notes Re Job and Career Development, April 17, 1968, p. 2.

(14) Pires, Laura. The Paraprofessional: Challenge to the Social Worker, paper prepared for the Bureau of Child Guidance Conference (March 16 1968).

(15) . Paraprofessional Personnel, A Position Statement, Minneapolis Public Schools, 1967

Talent Corps students have competently performed a wide variety of functions. In classrooms they have taken over classes or small sections of classes and helped pupils learn on an individual basis. In guidance offices they have provided information and tried to stimulate latent talent. In hospitals they have taken over assigned cases, handled emergencies, provided birth control and other information, offered occupational and recreational therapy. Faculty reports are studded with such comments as the following:

> "WTC students at the hospital are doing well. Indeed they are overburdened with tasks, as their services are badly needed. Their work is complimented by the staff... From the logs of the (students) it is clear that they are going strong...
>
> "The students have been given some cases that social workers had reached an impasse on. This is, of course, a way to really prove their value, but could also be discouraging if their initial efforts are not successful."

Case histories are even more revealing of student accomplishments:

#1 - St. Barnabas House Liaison.

"Student was assigned as an Education Assistant to a school in Manhattan that had a group of pupils who were residents of a children's home. The Talent Corps student's job initially was to escort children to and from school, relay routine communications and special instructions to appropriate personnel at both agencies, and generally be of assistance to both agencies in matters relating to these children.

Because of poor communications between the school and the residence, it became necessary for our student, on her own initiative, to assume more and more responsibility for the youngsters. It was she who coordinated and supervised the children's schedules; reported to all appropriate personnel on various situations or activities as required; participated as school representative at evening conferences at the residence; acted as surrogate parent for the children at teachers' conferences; maintained contacts between the school guidance office, teachers and the residence; and assisted school personnel with disruptive children and in other emergency situations.

#2 - Student Assigned to School Office (Junior High School, Bronx).

"In addition to routine Guidance Assistant functions, on own initiative compiled list of recent drop-outs, obtained permission to contact them and their parents, to try to persuade drop-outs to return to

> school. Was successful in getting several students to return, arranged for help for them in special areas of need -- also interested a colleague in trying same kind of program and helped her get started.

Legal Service Assistants

Of special interest, since it was a new field for the Talent Corps, was the job performance of students assigned to legal services. The law is usually considered a field in which specialized knowledge and extensive training are essential, and considerable skepticism was therefore expressed by both staff and outsiders concerning the feasibility of using non-professionals as legal assistants. In practice, the program worked remarkably well, thanks both to the enthusiasm and flexibility of the lawyers to whom students were assigned, and to the ingenuity of the Talent Corps coordinator. Students were given as much responsibility as they could take. This ranged from sitting in on initial interviews between lawyer and client to such functions as making sure witnesses knew when to be in court, going to court to look up needed records and documents, and even representing a client before the judge until the lawyer himself arrived. Excerpts from faculty reports illustrate further the kinds of tasks lawyers delegated to their paraprofessional assistants:

> "The students are being given problems in legal research. Mr. D. gives almost all these assignments. I spoke to him about what he had in mind. His main purpose is to increase their familiarity with laws, and to re-inforce the idea that much of what a lawyer can do depends on existing laws and precedents. He has found that sometimes they also come up with the answer."
>
> "This week the lawyers began having explanations of the cases and of what they were to do ready for the (students) when they came to work Wednesday morning. This means that the lawyers have adjusted their way of handling cases to take into account the assistance of the students, even those cases they take in on Mondays and Tuesdays when the women are not there.
>
> "This week they began going to the judge at landlord tenant court, and some other courts, to have various papers signed.

> Usually a lawyer or law student had to do this, occasionally a secretary...This also meant they had to learn to use the files of the court to look up the cases and get information necessary to complete the papers.

The legal services program worked well in part because providing legal services for the poor combines elements of both law and social work. A woman lawyer at one of the cooperating agencies explained that she welcomed Talent Corps assistants because the kind of work a lawyer has to do in helping the poor is different from what people generally think of as a lawyer's work. the kind of problem is different and clients often have problems that intermesh so you can't just sort out the 'legal' ones, you have to work on many different aspects. Many of these aspects require work outside the office...Now with the assistants this work can be done." To other participating lawyers, social work aspects of the job dominated, but even they admitted that legal work was involved:

> "Mr. M. sees the work (our students) do as basically social work, not legal work, and as work that could be done by cooperating social workers in other agencies. I asked him whether he then saw any benefit at all from having assistants, and it turned out that no social worker at any other agency had ever done anything to help a Legal Aid client, and that now he has workers he can trust to do the work and from whom he can get good reports. I asked whether he saw acting as advocate for welfare clients as involving any legal work, and he agreed that it did.

While most of the students trained in legal services were not able to remain in these positions permanently due to lack of funds, the successful curriculum developed by the Talent Corps and the cooperating agencies laid the foundation for a larger program in 1969 in cooperation with Columbia University Law School. This expanded program will include men and is expected to include provisions for employment of all those trained.

C. Job Placements and Career Ladders

As a matter of policy, the Talent Corps seeks to make sure that every graduate who is ready and willing to work is placed in a job in the human services. While this objective cannot always be realized immediately, continued effort by the staff usually results in job placements for those available for work. By the end of 1968, with a total of 178 qualified graduates, 151 had been placed in jobs either in the agencies in which they had trained or in other appropriate agencies, 8 were waiting for the hospital jobs for which they had trained to be established by the State Civil Service, and 19 or 10% were unemployed, including those not available for work due to illness or for other reasons. Table C shows the permanent positions in which students were placed.

Salaries. Salaries earned by Talent Corps graduates fell into two categories, those in the $45 to $60 per week range and those in the $85 to $125 range. Only a handfull fell in between. The lowest salary paid was $45.75 a week for hourly work in the schools, an amount which the Talent Corps sought unsuccessfully in 1968 to have increased. (It will probably be increased in 1969.) The highest salary received was $125 per week earned by graduates working as interviewers for a research organization. Approximately one-third of the women earned $85 or more, another third earned between $50 and $60 and 15% earned below $50. It should be noted that those earning less than $60 were for the most part working only part time (i.e., in the schools).

Career Ladders. Placing graduates in jobs in the human services meets only one of the objectives of the Talent Corps. The other is that the job be part of a career ladder that will permit the paraprofessional to advance into a better job as his performance warrants. This battle has not yet been

won, but certain encouraging signs can be noted. When the Housing and Development Agency created the new position of Community Liaison Trainee, for example it also created two promotional positions: Junior Community Liaison Worker and Assistant Community Liaison Worker. Salaries for these three positions ranged from $4850 to $6000 yearly.

In state hospitals, prospects for the establishment of new job lines and a career ladder looked promising at the beginning of the year, but had not materialized by the time students in occupational and recreational therapy finished their training. Department heads at the two hospitals involved (Brooklyn and Bronx State) favored establishment of both new jobs and a career ladder for paraprofessionals, but they encountered resistance from the State Mental Hygiene Department and the civil service. The hospitals proposed instead to hire Talent Corps graduates for the lowest entry level position, that of Ward Service Attendant. This was a position for which no training was required, the duties of which bore no relationship to those performed by the students during their eight month training period. The lack of a high school diploma on the part of some students may have been a factor, but there were clear indications that reluctance to hire Negroes and Puerto Ricans for any but the lowest level jobs was also involved. A protest was made on this count to the Division of Equal Opportunity and to the Governor's office with some success. By the end of 1968, four of the twelve pending jobs had been established and efforts are still under way to open up the other eight.

New York City public schools provide a good example of mixed success in establishing job lines and career ladders. On paper at least, a ladder was established for "auxiliary personnel" in the schools, financed from

Title I funds under the Elementary and Secondary Education Act. It contained six steps, each with its own title, hourly rate of pay, job description and qualifications. Pay ranged from $1.75 to $3.50 an hour. While this represented a step forward, there were a number of practical limitations to its implementation. For one thing, trained Talent Corps graduates, despite satisfactory performance on the job, were denied salaries of $2.25 per hour unless they had high school diplomas. (This represented a reversal of the Board's original position in 1967 the Women's Talent Corps had negotiated with the Board*). Rate of pay at all levels, and especially at this new level, was so low that many graduates could not afford to remain on the job. For an educational assistant to qualify for a higher rate of pay, she was required to have not only a high school diploma, but two years of college!

And finally the positions set up for paraprofessionals are severely limited in number. There are precisely 1182 slots for educational assistants throughout the entire City of New York, and the Board shows no disposition to increase this number. Furthermore, few schools offer the entire range of positions which means in practice that upward mobility is rarely possible. Thus the gains apparently won last year through negotiation with the Board of Education have to a considerable extent proved illusory and had to be renegotiated. The Talent Corps is continuing to urge the Board of Education, which has been expanded to include persons more sympathetic to community involvement, to take a more flexible stand.

* An acceptance of the Talent Corps graduates for the $2.25 salary whether or not they had diplomas -- this was not done for other Assistants.

It is asking especially that Talent Corps training be recognized as qualification for employment as an educational assistant, regardless of whether the candidate has a high school diploma, and that salary differentials based on diplomas be eliminated.*

D. The Talent Corps Association

Shortly after the first class of students graduated in 1967, Talent Corps alumni began to organize themselves into a permanent association. Consisting at first of paraprofessionals in education, who were especially subject to job insecurity and low pay, the group proceeded to draw up by laws and elect officers. It then began to reach out to other organizations of paraprofessionals. Joining forces with the Two Bridges Neighborhood Council, the Talent Corps Association called a meeting of all paraprofessionals in New York City and, in March 1968, the City Wide Paraprofessional Association was formed. It was anticipated that this group would eventually consist of 26 chapters representing the 26 designated poverty areas in New York City, each of which would carry out its own local program while working together on common problems.

At the same time the United Federation of Teachers was making a strong bid to represent paraprofessionals in the schools and sought the support of the Talent Corps Association to this end. After a number of meetings and heated discussions, it was decided that affiliation with the UFT was not the best way to achieve Association goals. Since it was seeking to change the established system, it should not be identified fully with either the union

*In April 1969 the Board agreed to eliminate the high school diploma as a requirement for students employed as Educational Assistants from the Talent Corps/College for Human Services.

or the Board of Education, but remain independent of both. Clinching the argument was a speaker from the Afro-American Teachers Association who expressed the opinion that an independent association would have more influence with both the union and the Board in seeking to change the system. A minority of members joined the UFT chapter in their schools on an individual basis.

The next question debated was whether the Talent Corps Association should become a union itself. After much discussion it was decided to remain an association, at least for the time being, so that all para professionals in the City could join, regardless of field. Certain interests of the association appeared also to go beyond the usual concerns of a union, specifically, changing the system of credentialing and acting as a bridge to the community. The city-wide association would cooperate with unions, however, in areas of common interest to secure the best possible working conditions and job security for paraprofessionals in all fields.

A paraprofessional was defined as someone who was part of a professional team, working alongside a professional. It was agreed that such a person did not have to be a graduate of a training program. The basic goal of the City-Wide Paraprofessional Association was stated in a fund raising proposal submitted in November 1968 to the New York City Community Development Agency with the Talent Corps as sponsor.

> To develop and establish firm career ladders, which include continued relevant education, increasing job responsibilities, and the changing of job requirements to provide a valid alternate system for the credentialing of professionals. (16)

(16) A Proposal to Fund a City-Wide Paraprofessional Association, submitted by the Ad Hoc Committee for the City-Wide Paraprofessional Association. May 1968, revised November 1968. (Mimeo) 12 pages.

The functions which the city-wide association saw itself performing included establishing a job advancement program for each field in which paraprofessionals were working; setting up criteria for certifying para professionals, including the development of training programs to prepare for certification; setting up grievance procedures to handle job security problems and salary complaints, in cooperation with unions; disseminating information regarding legislation affecting paraprofessionals, initiating a dialogue with professional organizations in medicine, education and social work concerning credentialing and certification; and helping to bridge the gap between service agencies and the communities.

At the end of 1968, it seemed likely that the City-Wide Paraprofessional Association would become the New York New Careerists Association and therefore part of a nationwide new careers movement which has active chapters in Detroit, Los Angeles, Pittsburgh and Philadelphia.

## V. FACULTY ROLE

### A. The Faculty and the Curriculum

One of the unique aspects of the Talent Corps program is its use of teacher-coordinators who not only teach in the classroom but accompany students into the field to provide direct liaison with agency supervisors and assure that maximum training benefit is received. The present faculty consists of women with either professional or volunteer experience (sometimes both) in such fields as education, social work, guidance, recreation, communications, and psychology. They are not primarily subject matter specialists, however, but are generalists capable of seeing the broad picture and motivated, like the students, by a desire to do something concrete to alleviate urban problems. Personality attributes that are common to the most successful of the faculty are flexibility, versatility and the ability to handle cultural differences in an objective fashion while transmitting a sense of warmth and personal interest in each student as an individual.

The faculty played a key role in the development of the 1968 curriculum. Both as a matter of policy and of expediency, specific course content was determined largely by the faculty on the basis of their experience of the previous year. Using their own considerable background in education and the social sciences, supplemented by outside research in areas with which they were less familiar, they outlined and presented courses, both concept and skill oriented, and devised appropriate teaching techniques. The kind of thinking that went into the course on Learning and Teaching, for example, was described by a faculty member as follows:

"We decided that everybody should know about learning and teaching, whether they were in a school or whether they were in a social agency, since this is closely related to the whole area of communications and psychology. If you are going to be a social worker who is trying to persuade a mother to take her child to a doctor, for example, or if you are an occupational therapist trying to persuade a patient to make a wallet, no matter what you are doing in that kind of one-to one relationship, it is very similar to what the teacher in the classroom is doing...

We also try to (show) that we are all learners all the time. How do we improve our own skills at learning? We try to make learning a very exciting thing...It has been a perfect year to do this because every time I walk into the room I can say 'Look, here is the latest piece of research that has come out to confuse our thinking,' and we have to keep putting all this new information together and testing it in the situation in which we find ourselves, and working out the answers for ourselves.

We have tried to help students see the diverse feelings and opinions (about learning) from Skinner to Humanism, for example by showing them a Skinner film about the New Lincoln school and seeing what elements are similar and what are different in that method. We tried then to take them back to see how education began and how it came all the way down through the cavemen to the Middle Ages, and how education has changed in modern times, and we tried to give them a beginning in educational psychology...

We have tried to confront them with the problems of the crisis in education in the urban situation, and then, finally we are doing a series of six to eight sessions on the practical skills such as teaching reading, the changing role of the teacher, and we are going to end up showing them the film called Child of the Future, which takes you off into what education may become. (17)

B. Faculty in the Field

In the field the faculty played an equally active role, persuading supervisors to share their functions with students and making sure that learning took place continually and did not become routine. They acted

(17) Curriculum Conference, July 19, 1968. (Transcript) pp 170-171.

as expediters and occasionally even as "doers." During the course of the year, for example, a faculty member arranged an inter-departmental transfer when a student in a hospital was under-utilized, persuaded a supervisor to assign a problem case to a student and see whether she could handle it, and suggested to a supervisor that he "give the (students) all the pamphlets, brochures, manuals, etc., that he keeps getting from various agencies, which he just throws into his bottom drawer until they get old and he throws them away." The supervisor handed over the pamphlets. Occasionally a faculty member felt called upon to create a service which the training agency needed but could not staff. In a treatment center for alcoholics, for example, the faculty member set up a recreation program and then turned it over to her students, who continued to handle the recreation program entirely on their own. I observed more men painting and playing cards than I had ever seen before...

This kind of active involvement by faculty in the training operation is greatly facilitated by a low student-teacher ratio, which was not always possible given the budgetary pressures faced by the Talent Corps. Faculty who had a heavy teaching schedule and whose students in the field were spread out over a number of different agencies, found it particularly difficult to take a direct hand in the field training. The Talent Corps believes that a ratio of ten to fifteen students to one teacher is optimum, producing the best results in terms of training received and service rendered.

## VI. EVALUATING STUDENT GROWTH AND PERFORMANCE

The three performance areas in which students were evaluated were academic achievement, performance in the field and progress in basic skills (language and mathematics). A fourth area, difficult to measure but equally important to a complete evaluation, was individual growth and development during the course of the program. In each of these areas the Talent Corps made use of several different kinds of tools to try to arrive at a balanced judgment on each student. These tools included objective tests dealing with subject matter content and basic skills, faculty ratings, both formal and informal, ratings by agency supervisors on a special rating form, and sometimes ratings by the students themselves.

### A. Progress in Basic Skills

Most readily assessed were gains in English and mathematics (See Table E). Students were given achievement tests shortly after entering the program and again after six months. The results served both diagnostic and evaluation purposes. The test used was the Adult Basic Learning Examination (ABLE IIA) which tested the grade level of the students in English and mathematics up to grade nine. The average grade level achieved by students upon entry was sixth grade for mathematics and 8th grade for English. In reading, about 60% of the students in each cycle scored ninth grade or better at the beginning of the program, compared with about 70% at the end of the training program. In computation 54% of the first cycle and 49% of the second cycle scored sixth grade or better in their

first test, compared with 88% and 87% respectively in their final tes:. Individuals sometimes gained as much as five years in their grade level. It should be noted that gains beyond the ninth grade could not be measured due to the limitations of the test itself. New ABLE tests going beyond the ninth grade are now being devised.

TABLE E

PROGRESS IN BASIC SKILLS

Reading

Ninth Grade or Above

| | Cycle I (N=86) | | Cycle II (N=59) | |
|---|---|---|---|---|
| | No. Students | % Students | No. Students | % Students |
| First Test | 50 | 58% | 35 | 59% |
| Final Test | 61 | 70% | 41 | 69% |

Computation

Sixth Grade or Above

| | Cycle I (N=86) | | Cycle II (N=78) | |
|---|---|---|---|---|
| First Test | 47 | 54% | 38 | 49% |
| Final Test | 75 | 88% | 68 | 87% |

N = Number of students taking both tests.

B. Individual Growth

If student achievement is measured not in terms of content mastered or grade-level achieved, but in terms of individual growth, both intellectual and emotional, another picture emerges. Although precise measures of growth have yet to be developed, specific statements about each individual can be made based on close observation by the faculty, comments from agency supervisors and testimony from the students themselves. For example, a student at a treatment center for alcoholics was described by her instructor in April as "shy and afraid of the men. Six weeks later the same observer reported: "Mrs. G. is now seen to be an extremely good listener with a real sensitivity to how to ask a good neutral but leading question to keep the men open and talking. She would like to be doing casework." Using this kind of observed behavior as a criterion, it can be said that the majority of the students showed growth. The Talent Corps hopes next year to refine ways of recording this growth.

C. The Concept of Testing

While recognizing that it is necessary for certain purposes to make overall judgments concerning the performance of each student, the Talent Corps staff has approached the problem of ratings and evaluations with a certain caution. In part this derives from recent authoritative criticisms of the theory and practice of testing. According to some critics, for example, college entrance tests provide a "feedback" mechanism instead of a "feed-forward" mechanism and "show what has existed but not what could exist." And again, the former Admissions Director of MIT is quoted as saying:

> It is common knowledge that college grades have little relationship to later social effectiveness in nonacademic occupations. If the curriculum itself is somewhat

> irrelevant and therefore provides a criterion of questionable value for test validation...the resulting meritocracy becomes diverted from rational human purpose.' (18)

In general the Talent Corps subscribes to the view that tests and ratings are mainly useful for what they show the student about himself, providing a foundation for future growth. A student wrote 'Most exciting were the tests. I learned quite a bit from the speakers but even more from the tests. They made me go home and think... While accepting the need for some kind of formal evaluation of each student at the end of the 1968 program, the staff agreed that all students who completed the first year and whose job performance was satisfactory, should be eligible for a permanent position. In this sense no one was judged a failure.

New techniques of testing and evaluation consistent with the philosophy and aims of the Talent Corps are under study. A representative of the New York State College Proficiency Program met with the staff in the Fall of 1968 to discuss the student evaluation system then in use, and to consider the possibility of jointly developing new testing instruments which would demonstrate 'terminal accomplishment' in its unique work study program. The basic problem as the Talent Corps sees it, is to determine precisely what kind of testing instruments are appropriate to its special purposes, which clearly involve social effectiveness in non-academic occupations.

(18) College Board Testing Review Stymied by Divergent Ideas, The Chronicle of Higher Education, November 11, 1968, p. 6

## VII. OTHER ACTIVITIES

### A. Research

The Talent Corps is convinced of the need for a strong research component in any new and experimental program, and has attempted to continue certain research activities in spite of severe reductions in 1968 budget allocations for this purpose. During the year it pursued limited research goals, such as data-collecting and compilation of statistics, with an eye to future expansion. A large amount of data has been collected pertaining to the immediate experience of students in the classroom and in the field, as well as data evaluating their performance. Follow-up information on all 1968 students is being compiled to find out what they are now doing and whether they are continuing their education. (19)

Guidance Assistant Research Project

In cooperation with the Bureau of Educational and Vocational Guidance of the Board of Education, the Talent Corps undertook a special research project to collect facts concerning the importance of the guidance assistant as a permanent member of a school staff. The project also aimed to elicit feedback on the kinds of training which proved especially effective for use in improving the curriculum.

With a budget of approximately $16,000, the project got under way in July 1968. Information was sought by questionnaire and personal interview from all guidance assistants and from the guidance counselors for whom they were working.

(19) A description of the Talent Corps' proposed research program is contained in the document Human's Talent Corps Program for Curriculum Research and Evaluation, October 1968.

Guidance counselors rated assistants, among other things on personal and professional development and attitudes, skill in using counseling procedures, and on interaction with children, parents and members of the school community. The questionnaire provided space for narrative discussion and recommendations. Guidance assistants rated themselves on some of the same items, which should permit an interesting comparison of self assessment with supervisor's assessment of strengths and weaknesses.

The returns from this study are now coming in and are being analyzed. In the interim, some indication of the trend of the findings is found in reports on preliminary conferences with assistants and guidance counselors to plan the research and pre-test the questionnaires. It was clear from these conferences that guidance counselors were enthusiastic about the role being played by guidance assistants in their schools, and that they wanted more of them. With respect to additional training, guidance counselors saw a need for continued improvement in basic skills to ensure advancement within the agency, mentioning especially vocabulary, diction, grammar and spelling. They also favored high school diplomas (or equivalency) as a means to improve the position of the guidance assistant in competition with others, and to enhance their own self-confidence. As a minimum they felt that guidance assistants should be working toward a diploma. (Actually only about 15% of the Talent Corps assistants working in guidance were lacking high school diplomas.)

Pre-testing of questionnaires also provided information about functions being performed by assistants, including such professional tasks as working with children individually, writing up anecdotal reports on the children and their problems, and making home visits. Assistants

also found themselves doing clerical work related to their activities with the children, such as filling out forms and writing up interview reports. None felt over-burdened by clerical duties, however. Some reported that the older black children related more readily to them because they were black. Others reported a negative reaction from parents who resented dealing with assistants of their own ethnic background in a role identifying the assistant with the establishment.

Finally, in response to a question about external pressures, assistants in the pre-test reported a number of instances of non-professional behavior on the part of school personnel: teachers slapping or hitting children, teachers pushing children into the Guidance Office with such remarks as "Here, you take it" and improper questions addressed to students about family affairs, such as "Does your mother have a boyfriend?" or "Who sleeps with your mother?" One assistant reported that when she observed such occurrences she explained to the student quietly that he did not have to answer personal questions of this nature, and suggested that questions concerning his parents be referred to them directly. Clearly here the assistant is required to muster all the tact she can command to bridge the gap between school and community.

B. Library Development

A small library was established at the time the Talent Corps was founded. It contained reference books needed by faculty and staff, specifically books and publications dealing with urban life and sociology, new careers, poverty, and vocational and professional education, as well as biography and professional journals. With the help of a grant from the New York Foundation the library began to build up its acquisitions in 1968.

in the expectation of developing a first-rate special library, including adequate shelf space and work tables, in the course of the next few years.

Students made extensive use of the library to fulfill their assignments, which included book reports and research on specific questions pertaining to their studies and field assignments. An increasing number of people used the library as the year progressed. Among the books read most frequently were: The Culturally Deprived Child, How Children Fail, The Extra-Bright Child, The Other America, Manchild in the Promised Land, Autobiography of Malcolm X, Black Like Me, Grapes of Wrath, and Growing up in New Guinea.

C. Technical Assistance Conferences and Workshops

The Executive Director has been besieged by requests for speaking engagements, technical assistance and site visits. With very limited funds, every effort has been made to satisfy them. All Directors and many members of the faculty and student body have assisted in the important responsibilities of speaking before groups, attending conferences and workshops, writing voluminous letters of technical information, and escorting visitors from colleges and programs from all over the United States, Canada and England.

Because the Talent Corps was founded as long ago as 1964, the organization has had a head start in New Careers theory and practice. Another important source of its technical assistance strength lies in the fact that it was the first and still is the only independent, non-profit organization for new careers funded directly by the Federal government to encompass the totality of operations involved in this complicated, many-faceted program.

The Talent Corps/College for Human Services does its own recruitment, selection development of new curriculum, field design, negotiations, follow up, career ladder development, etc.

This independence and comprehensiveness has permitted a great deal of freedom for innovation and little need for adaptation or change in long range commitment and goals. The organization has been able to produce a model of what new careers can be, to demonstrate the total ramifications of the effort, to display its pitfalls and its successes. Now that the Talent Corps has become the College, requests for assistance have accelerated as higher education seeks ways to relate to the needs of the urban society.

The directors and staff attended more than twenty conferences, workshops, panels and other professional gatherings in the Northeast during 1968. Invitations multiplied as new organizations concerned with urban education and new careers came into being and old organizations focussed their attention on these areas. Talent Corps representatives made speeches and presented papers. They participated in the preliminary planning for the New York State Workshop on Auxiliary Personnel in Education, Conference on Health Careers for the Disadvantaged, and the Planning Conference for the National Council on New Careers. They took part in well established annual gatherings such as the Twentieth Anniversary Celebration of the Bureau of Educational and Vocational Guidance, the AMA's Fourth Annual Conference on Education and Training, and the Annual meeting of the Harvard Graduate School of Education. They attended professionally oriented conferences called by the Association of Hospital Personnel Administrators, the Bureau of Child Guidance, the New York State Welfare

Conference and the National Conference of Anti-Poverty Agencies. They took part in special-purpose conferences aimed at recruiting more women into community college programs, promoting health careers in New York City hospitals and determining what adult education would contribute to solving problems of juvenile delinquency.

Participation in conferences and workshops is not only an effective way of assisting other organizations and spreading information about the work of the Talent Corps, but also enables the directors to sound out opinion among the professionals in education and social work, and to detect trends in thinking about new careers and the education of the disadvantaged.

D. Board of Directors

The Talent Corps is especially fortunate in having an active and dedicated Board of Directors, most of whom participated from the earliest days of the organization. Chaired by Professor Preston Wilcox, Professor of Sociology at the New York School of Social Work, the Board met bi monthly and participated actively in policy decisions. Members were also directly involved in program activities such as fund-raising, obtaining a charter for the College for Human Services, expanding job and career opportunities and overseeing fiscal and legal operations. Going beyond the call of duty, Board members have been known to hold committee meetings at 7A.M., to stage rallies outside City Hall, and to make unsolicited financial contributions. The support and counsel of the Talent Corps Board has been a major factor in such success as the Talent Corps has enjoyed to date.

## VIII. LOOKING TOWARD THE FUTURE

### A. Chartering

The most immediate problem facing the Talent Corps as it moves into 1969 is to secure a charter, giving it official recognition as a two year degree granting institution. It is working closely with both the State Education Department and the Board of Regents toward this end. The possibility of affiliating with another agency or institution remains under consideration by the Board and staff. Pressure to affiliate with the overall manpower organization set up by the City of New York has declined in recent months, but eventual affiliation with a university is a possibility. Talent Corps advisers see a danger in an affiliation that would require it to conform to traditional patterns, possibly jeopardizing its freedom to experiment. Instead, a number of arrangements for voluntary cooperation with other institutions have been worked out. For example, Columbia University Law School will train legal service assistants in 1969. Columbia's School of General Studies and its Urban Center will help to secure additional faculty, both permanent and on an exchange basis, and Sarah Lawrence College will cooperate in joint faculty workshops.

### B. Expanding Career Opportunities

A second important task for 1969 will be to increase the number and quality of paraprofessional positions in community agencies and to open up areas as yet closed to new careers. Early resistance to the idea of bringing in community helpers has to a considerable extent been overcome. Experience has shown that paraprofessionals meet a pressing need for more staff, and are not a direct threat to the professional s job. If anything they enhance it. So widespread has the idea of having a

paraprofessional assistant become that there is a danger that such helpers will be seen as permanent subordinates rather than as candidates for advancement, and in some cases for professional status. There is a tendency for a lower level or track simply to be inserted at the bottom of the job hierarchy, with little or no change occurring in concepts of professional eligibility or job function.

The Talent Corps will continue to work for creation of new careers jobs in all community agencies, and will at the same time support creative new job alignments in all human service fields in the belief that this is the only way to bring about genuine and lasting improvement in the delivery of service by community agencies.

C. Influencing Educational Policy

In the long run the Talent Corps hopes to influence in some degree educational policies and practices, perhaps developing certain concepts applicable even to liberal arts colleges. Indications of greater flexibility in courses offered by community colleges are already apparent. A growing number of two-year colleges are now offering courses leading to the AA or equivalent degree in human service areas, courses not avilable when the Talent Corps was established. Programs to train teacher assistants for example, are now being offered by some 52 community colleges. Most participants are recent high school graduates, but a significant number of middle-aged women returning to the job market or already working in the schools are also being trained.(20)

(20) Training Teacher Assistants in Community Colleges: A Survey of Experience to Date. John Hartinson and Martha Dix Graham. Washington, D. C. Communication Service Corporation, 1968.

In the field of social welfare, the Council on Social Work Education reports a growing number of Associate degree programs which train for such jobs as Social Service Aide, Social Welfare Assistant, Community Service Worker, Mental Health Aide and Neighborhood Worker. The Council estimates that by the Fall of 1970 one can expect that there will be several hundred such programs in operation with over 20,000 students, even without any new help or impetus from without.(21)

Traditional credentialing requirements for admission to higher education are also being relaxed somewhat, tending to open up training opportunities to the disadvantaged by striving for new and effective ways to screen students in rather than to screen them out... In Florida for example any adult 21 or over must be admitted to a community college, and the college must offer a program to bring him up to the starting level. In California anyone over 18 judged able to learn can attend a community college with or without a high school diploma. Some have graduated from community colleges who have never been to high school at all, and have then completed university education.(22)

It is worth noting also that like the Talent Corps, more and more liberal arts colleges are thinking in terms of a combined work-study program as a means of achieving relevance, although they differ in the degree to which the work aspect is integrated with the study program. At least 130 colleges now alternate field experience and study, according to

(21) Community College and Other Associate Degree Programs for Social Welfare Areas. Donald Feldstein. New York: Council on Social Work Education. 1968. p. 8

(22) Ibid.

a New York Times survey, and about 50 more are considering the possibility. At a small, liberal arts college in California, for example, psychology students carry out field projects under the supervision of professionals in such agencies as the Youth Authority in Watts, a Unified School District, a Mental Health Agency, a State Hospital, a Family Counseling Service, elementary and high schools near Los Angeles, and JET a federally sponsored program to increase the self-esteem of minority students. In this college, field work is described as an integral part of the curriculum which enables students to test the applicability of theories they have learned -- to apply them and see if they hold. This has a familiar ring!

The Talent Corps thus looks to a future in which many of the ideas in which it has pioneered will be part of the main stream of educational policy, and in which a growing number of educational institutions both new and old, will be working together to provide a relevant, urban education not only to the educationally deprived, but also to the larger body of students who are dissatisfied with the kind of education they are receiving and are expressing their dissatisfaction loudly and clearly today.

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